DOCUMENT RESUME

ED 173 745 CS 004 711

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TITLE Texas Junior High School Study: Final Report of Process-Outcome Relationships; Data Collection Instruments. Appendix A. R&D Report No. 4061.
INSTITUTION Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Apr 78
CONTRACT OB-NIE-G-78-0116
NOTE 42p.; Best copy available; For related documents, see CS 004 708 and CS 004 711-713

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Classroom Environment; *Classroom Observation Techniques; *Evaluation Methods; Junior High Schools; Student Behavior; *Student Evaluation; Teacher Behavior; *Teacher Evaluation

ABSTRACT

This is the second in a series of four reports describing a study of 1,614 junior high school mathematics and English students and 69 of their teachers that was undertaken to discover the effects of different teaching behaviors on cognitive and affective student outcomes. This booklet deals with instruments used to collect data and includes classroom observation scales, coders' ratings of teachers' methods and practices, coders' high-inference ratings of target students, instructions for administering the student rating form, instructions for teacher ratings of students, and classroom descriptions. (TJ)

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Texas Junior High School Study:

Final Report of Process-Outcome Relationships

Data Collection Instruments

Appendix A

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(COET No. 78-1)

April, 1978

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This study was supported in part by the National Institute of Education Contract OB-NIE-G-78-0116, The Research and Development Center for Teacher Education. The opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by that office should be inferred.

C SOOK 711

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Subset 01

CLASSROOM OBSERVATION SCALES

I. ATTENTION (ATT)

Attentiveness level of students. (Most of the time indicates 75% of time or more.)

1. Fewer than 50% of students attentive most of the time
2. 50% to 75% attentive most of the time
3. Most are attentive, several (4 to 6) inattentive some of the time
4. A few students (1 to 3) attentive only some of the time
5. All students attentive most of the time

NOTE: This is to be based on physical appearances, not on coder judgment.

II. TEACHER INITIATED PROBLEM SOLVING (TIPS)

Teaching style is non-directive, teacher probes or elaborates on questions or student answers.

1. Little or none of this style occurs
2. Occasionally this style occurs
3. Some of the class activity is done in this style
4. Much interaction is classifiable this way
5. Most interaction would be classified this way

III. PUPIL TO PUPIL INTERACTION (P-P INT)

Pupils converse directly with each other on subject matter or class activities. May include indirect responses to teacher.

1. None occurs
2. 1 or 2 instances of pupil to pupil interaction
3. Some instances
4. Many instances but less than half of period
5. Frequent instances, during half period or more

IV. TEACHER PRESENTATION (% PRES)

Information presented by teacher to students. No pupil responses required.

1. 0-20% of time
2. 20-40% of time
3. 40-60% of time
4. 60-80% of time
5. 80-100% of time

V. NEGATIVE AFFECT (--)

Coldness, negative reactions, criticism, hostility from teacher or students.

1. None
2. One mildly negative instance
3. 2 or 3 mildly negative instances
4. Several mild or 1 or 2 moderately negative instances
5. Several moderate or 1 or more severely negative instances

VI. POSITIVE AFFECT (+)

Positively supporting or reinforcing teacher attitudes and behavior.

1. Completely neutral
2. Some positive affect, but perfunctory
3. Occasional, but low key, positive affect
4. 1 or 2 obviously sincere reinforcements
5. 3 or more genuinely supporting instances

VII. HIGHER COGNITIVE LEVEL STUDENT BEHAVIOR (COG)

Requires student generalizations, inferences, explanations, problem solving, etc. (verbalized)

1. None
2. Rare (1)
3. Occasionally (2 or 3)
4. Moderately (4 or 5)
5. Frequently (6 or more)

VIII. PASSIVE PUPIL BEHAVIOR (PASS)

Students passively withdrawn from class; heads down, staring out window, repetitive motions with body (taps pencil, etc.)

1. No more than 1 student is passive
2. A few occasionally are passive
3. Several occasionally or a few are often passive
4. 5 or 6 are passive much of the time
5. One-third of the class or more is passive much of time

IX. CONVERGENT EVALUATIVE INTERACTIONS (EVAL)

Teacher strives for specific "right" answers, no probes

1. Little or none of this kind of questioning
2. Some
3. Up to 50% are convergent-evaluative interactions
4. Much of the activity classifiable as convergent-evaluative

X. TASK ORIENTATION (TSK OR)

Goal directed activities. Teacher has content related substantive goals.

1. Very low
2. Low
3. Moderate task orientation; some time loss
4. High
5. Very high--little time loss

XI. CLARITY (CLAR)

Student understanding of teacher presentations.

1. Very low
2. Low
3. Moderate
4. High
5. Very high

XII. ENTHUSIASM (ENTH)

Verbal or nonverbal communication by teacher of enthusiasm, excitement, enjoyment.

1. Very low
2. Low
3. Moderate
4. High
5. Very high

XIII. RANDOM QUESTIONING; MEMORY QUESTIONS; FACT RELATED

Leave this section blank if it is irrelevant (no possibility of "present" code).

1. Absent
2. Present

XIV. HIGHER COGNITIVE LEVEL QUESTIONS; SYNTHESIS; WHY QUESTIONS

Leave this section blank if it is irrelevant (no possibility of "present" code).

1. Absent
2. Present

XV. QUESTIONS WITH APPLICATIONS TO KIDS' LIVES OR CURRENT EVENTS; PERSONAL QUESTIONS

Leave this section blank if it is irrelevant (no possibility of "present" code).

1. Absent
2. Present

Subset 02

CODER'S RATINGS OF TEACHERS' METHODS AND PRACTICES

Note: An asterick "*" beside a rating means that the particular variable is only scored if the coder believes the behavior to be "present." If it is not present, then this rating is left blank.
The numbering system for this subset was developed for the convenience of computer programmers and therefore does not always follow strict numerical order. Where numbering gaps exist, they represent natural divisions in the type of variables being rated.

Instructions for filling out High Inference Sheets:

Ratings on Teachers

Under "student number" fill in the ID information as follows:

School #: 1st two columns

Teacher #: next two columns

Sex of teacher 91 = male; 2 = female): next column

Subject #: (1 = math; 2 = English): next column

Class period (1-6): last column

As with the target students, teachers will be rated separately for each class period in which they are observed.

The data for teacher ratings fall into three subsets and should be recorded as such on the mark-sense sheet:

1. Rate the management variables as items 1-25 beside "I" on the mark-sense sheet.

2. Rate the personal-social variables as items 41-59 beside the "II" on the mark-sense sheet.

3. Rate the academic variables as items 81-116 beside the "III" on the mark-sense sheet.

Coders should be aware that not all of the teachers' ratings variables are five point scales; none require more than five points, so they may all be rated on the blue mark-sense sheet.

Coders should write their name out under "your last name," though it is not necessary to blacken the appropriate boxes.

Coders should attempt to rate all items; however, if no information exists for making a particular judgement, then the items should be left blank. This will be recorded as "no data available."

Read these variables over first (before the training session), list your questions and comments, and bring these comments and the lists of variables to the meeting.

Classroom Management Related Variables.

1. Patience in correcting errors.

   1 = Teacher is impatient, embarrasses the student.

   5 = Teacher is patient and supportive in dealing with the student after he or she has made an error.

2. Attractiveness of room.

   1 = Room is unattractive (i.e., cluttered, junky, torn posters, etc.).

   5 = Room is attractive (i.e., not overdecorated, neat, pleasing combination of colors, etc.).

3. Overall effectiveness of teacher's management methods.

   1 = Teacher has little or no control, students do what they wish.

   2 = Teacher has some small amount of control, but students basically rule.

   3 = Teacher controls the class with average effectiveness; some good days (or classes) and some bad.

   4 = Teacher shows good control over the class most of the time, i.e., better than average control.

   5 = Teacher's management methods are very good; quiet class which is conducive to learning.

4. Planning and scheduling.

   1 = Teacher's schedules are chaotic, unplanned, very poorly scheduled.

   3 = Teacher has orderly but somewhat flexible schedules.

   5 = Teacher's schedules are rigid and inflexible.

5. Crowding in the room.

   1 = The room is uncrowded students rarely ever "bumping elbows."

   5 = The teacher's room is very crowded with little room for students to move around.

6. Democratic leadership style.

   1 = Teacher makes all decisions and announces them to the class as final.

   5 = Teacher frequently consults class and allows them to share in decision making and planning.

7. Talk among students in class.

   1 = Students must maintain rigid silence.

   2 = Students are allowed to talk only in getting help with seatwork.

   3 = Talking allowed only when work is finished or with special permission.

   4 = Students can converse quietly without special permission.

   5 = Students are allowed to talk as much as they please unless it becomes very disruptive.

8. Teacher's stress on form.

   1 = Little or no concern about form of responses or assignments. Teacher exhibits most concern over content of responses.

   5 = Heavy stress on form (perhaps even over content). Teacher demands that things be said or done in a very specific way; he or she will not accept correct responses if the form is not correct.

9. Student obedience to teacher.

   1 = Students commonly defy teacher and are disobedient.

   3 = Students are neither always compliant nor always disobedient; some of the students are disobedient some of the time, but others are not.

   5 = Students are almost always compliant and obedient.

10. Quantity of directions teacher gives for seatwork and/or homework.

   1 = Very few directions.

   5 = Overly explicit; repetitive directions.

11. Classroom interruptions beyond the teacher's control.

1 = Teacher has well established routines which minimize interruptions; the room runs "automatically."

5 = Teacher has continual interruptions for management reasons i.e., kids need directions, permission, help, etc.

* 12. How does the teacher make use of students in performing some of her functions?

1 = Taking roll.

2 = Reading spelling words to class.

3 = Grading papers or tests.

4 = Other.

5 = Some combination of the above.

13. Appropriateness of the direction of the teacher's criticism.

1 = The whole class, i.e., criticism inappropriately directed.

2 = Sometimes the misbehaving students and sometimes the whole class.

3 = The misbehaving students only; i.e., the teacher's criticism is appropriately directed.

* 14. Does teacher have a seating arrangement for students?

1 = No.

2 = Yes.

15. Frequency with which the teacher makes major rearrangements of the seating of the class (If answer to previous question was yes.).

1 = Never (never throughout the period of experimental observation).

5 = He or she changes the seating arrangement every week or very frequently.

16. Consistency of the teacher's enforcement of his or her classroom rules.

1 = Rules are often or always ignored both by teacher and by students.

5 = Rules are always enforced, no exception.

17. Teacher grants student requests to go to the restroom or drinking fountain.

1 = Never.

2 = Sometimes; depending on what's going on in the class.

3 = Always.

18. Length of time required for class to begin. (Typically how long does it take after the bell rings for the class to begin meaningful academic work?

1 = Very soon (almost immediately).

2 = 2-4 minutes.

3 = 5-7 minutes.

4 = More than ten minutes.

19. Explanations involved in the teacher's dealing with behavior problems.

1 = Typically tells student to just knock it off with attendant threat or criticism.

5 = Teacher typically gives elaborate or extended explanations of why the student shouldn't do what he or she did.

20. How does the teacher deal with extremely withdrawn or passive students?

1 = Ignore them.

2 = Order them to get to work.

3 = Try to talk to them about what their problem may be.

4 = Other.

5 = Some combination of the above.

21: Amount of disturbance the teacher "puts up" with.

1 = None.

5 = A whole lot, teacher is not upset by (or, at least, does not respond to) students talking in loud voices, moving around the room, disturbing others, etc.

22. Teacher confusion: How often does the teacher get lost, confused, flustered, etc.?

    1 = None or very little.

    3 = Some moderate amount (an average amount), i.e., 10-25% of the time.

    5 = A lot, i.e., more than 25% of the time.

23. Correction of children's minor misbehaviors.

    1 = Teacher seems to be completely unconcerned with minor misbehaviors, that is, he or she never corrects students unless they are severely misbehaving.

    5 = Teacher constantly is correcting the children for minor misbehaviors, i.e., quiet talking, shuffling of feet, etc.

24. Monitoring the class.

    1 = Teacher fails to monitor the class, he or she is usually not at all aware of events in other parts of the room.

    5 = Teacher monitors the class very regularly, always knows what is going on.

25. "Efficiency" of transitions during the class period.

    1 = Teacher's class usually has overly long transitions.

    5 = Teacher's class mostly evidences smooth, efficient transitions.

Variables Measuring the Teacher's Personal -- Social Interactive Style

41. Affectionateness of the teacher. (This refers to the typical affectionateness, not the range of the teacher's affection.)

1 = Teacher is very hostile, rejecting, dislikes students, icy, etc.

2 = Teacher is commonly annoyed and irritated by students. When he or she is not annoyed and irritated, he or she is aloof and distant.

3 = Teacher is objective, inhibited, neutral, and matter-of-fact (neither nasty nor gushy).

4 = Teacher is fond of students; kind, affectionate, and expressive.

5 = Teacher is intense, very affectionate, fondling, etc.

42. Range of affectionateness. (Regardless of the typical level of affectionateness of the teacher, what is the usual range observed of affection as expressed by the teacher?)

#42 #43

Referring to the above scale: From_____ to _____.

(Insert scale numbers.)

(Mark low end of range as #42, and high end of range as #43.)

44. Teacher's solidarity with group.

1 = Teacher separates self from class, he or she acts superior or aloof.

5 = Teacher totally identifies with class and promotes "we" feeling.

45. Overall anxiety.

1 = Teacher has relaxed, at ease attitude; never seems anxious; is always relaxed.

3 = Teacher exhibits moderate anxiety; perhaps only in situations where anxiety is warranted.

5 = Teacher seems very anxious, commonly ringing hands, being nervous, can't sit still, stutters.

46. Overall confidence level of teacher.

1 = Uncertain and lacking any overt confidence in what he or she is doing.

5 = Very confident and assured in his or her position as a teacher.

47. Politeness.

1 = Teacher never says "please," "thank you," etc.; he or she orders rather than asks.

5 = Teacher regularly says "please," "thank you," etc. and commonly asks students to do things rather than orders them.

48. Teacher enthusiasm.

1 = Teacher is very unenthusiastic, doesn't enjoy teaching at all, etc.

5 = Teacher is enthusiastic about teaching; obviously enjoys the job and conveys this feeling to the students.

49. Student respect of teacher.

1 = Students have very little or no respect for this teacher, students think the teacher is ridiculous or only worth making fun of, not worth respecting.

3 = Students do evidence some respect for this teacher but no more than an average amount, that is, they don't think the teacher is silly or ridiculous, but they don't show an overly large amount of respect either.

5 = Students respect this teacher a lot, i.e., they defer to the teacher, they look up to him or her as a model and guide, ask for teacher's advice, etc.

50. Teacher's dealings with students' personal problems.

1 = Students seem to never come to the teacher with personal problems; the teacher doesn't encourage the students' confiding in him or her.

3 = Some students come to the teacher some part of the time with personal problems but not very many students, and those that come, don't come with great frequency.

5 = A considerable number of students come to this teacher for a lot of advice on personal matters and they do it with considerable frequency; the teacher actively encourages students to discuss personal problems.

51. Teacher's socializing with students.

1 = None or almost none.

3 = Some small amount but usually before or after class.

5 = Teacher socializes with kids quite a bit, may even take place during class; teacher seems very concerned with socializing with students.

52. Favoritism.

1 = Teacher treats all of the students equally, has no apparent favorites, etc.

5 = Teacher obviously has some favorite or "pet" students who do receive differential treatment. (For example, two students could both be talking during seatwork as they weren't supposed to, and the student who is the favorite would get reprimanded very slightly or not at all while the other student might be sent to the office.)

53. Teacher awareness of coder.

1 = Teacher seems very unaware of the coder, doesn't seem to "teach to" the coder; coder suspects that his or her presence in the classroom makes no difference in the teaching style of this teacher.

5 = Teacher is obviously aware of coder, coder senses a tenseness in the teacher's dealings with the coder and coder suspects the teacher may act differently when the coder is not in the room.

54. Teacher credibility.

1 = Students see the teacher as humorous or pathetic; they don't believe the things that the teacher tells them.

5 = Students do seem to believe this teacher and notably attend to what the teacher is saying.

55. Showmanship.

1 = The teacher is even spoken, non-dramatic (although he or she may be enthusiastic in non-dramatic ways).

5 = Teacher is melodramatic, expressive, gushy, "show-offy," etc.

56. Encouragement given to students in academic matters.

1 = Teacher gives very little or no encouragement to students; they are expected to assimilate the material on their own; also they are all expected to be self motivated.

5 = Teacher gives much encouragement to students, he or she pushes students perhaps to their limits; constantly is encouraging them in their academic pursuits.

* 57. Does the teacher attempt to reconcile students who are angry with each other or are fighting (as opposed to just critizing their disruptive behavior)?

1 = No.

2 = Yes.

58. Receptiveness to student input during classroom discussions.

1 = Teacher rejects all or almost all student input, he or she gets angry and berates the students who ask questions during discussions.

5 = Teacher is very receptive to the students' questions during discussions, he or she encourages this behavior in students and students respond by involving themselves in such discussions.

59. Global rating of the teachers' nurturance of the students' affective skills.

1 = Teacher is completely unconcerned with the development of the students' interpersonal "coping" skills; refuses to discuss values, morals, ethics, etc.

5 = Teacher is very concerned that the students not only learn to read, write and do math, but also that they can successfully interact with people on a personal basis, etc. Obviously uses school as a mechanism of socialization.

Ratings on Teacher's Methods in Academic Related Matters

81. Variety in assignments.

1 = Whole class has same assignments.

2 = Whole class has same assignments except for small groups.

3 = Individualization of assignment goes beyond small group differences.

4 = Students allowed some choice of assignments.

5 = Students allowed a considerable choice of their assignments.

* 82. Teacher's use of educational toys or games.

1 = No.

2 = Yes.

83. Teacher's use of self paced work.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always or almost always).

84. Teacher's use of the blackboard or overhead projector for lectures or discussion.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always or almost always).

85. Teacher's use of audio-visual aids as supplemental mechanism.

1 = None.

2 = One to three times (i.e., 1-3 observations out of 10).

3 = During more than three observations.

86. Teacher's use of oral reading.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always, or almost always).

87. Teacher's use of drama in which students read parts in plays or stories.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always, or almost always).

88. Teacher's productive use of his or her own mistakes.

1 = He or she tries to deny or cover up mistakes.

3 = He or she doesn't notice them or corrects them quickly without calling any attention to them.

5 = He or she calls attention to mistakes, laughs at self or uses the occasion for teaching or motivating the students.

106. How frequently are students allowed to help one another on seatwork, or how often are they allowed to work together in groups?

1 = Never.

2 = Sometimes, an average amount of the time.

3 = Any time they want to.

107. Teacher's concern for academic achievement. (Not necessarily as measured only by grades.) (or perhaps not interested in any particular aspect of the child's schooling.)

1 = Teacher seems very unconcerned about academic achievement, perhaps more interested in social affective domain.

5 = Teacher seems very concerned about academic achievement (though not necessarily at the expense of affective personal dimensions).

108. Teacher's style as primarily lecturing.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always, or almost always).

109. Teacher's style as primarily having the students do seatwork.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always, or almost always).

110. Teacher's style as primarily interactive class discussions.

1 = 0-10% of the time (none or almost none).

2 = 10-30% of the time (a small portion).

3 = 30-70% of the time (an average amount).

4 = 70-90% of the time (a lot, a good bit of the time).

5 = 90-100% of the time (always, or almost always).

111. Teacher's command of the subject matter.

1 = Teacher seems to know very little about this topic, relies heavily on teacher manuals and has problems answering questions from students, etc.

3 = Teacher has a moderate amount of knowledge in the area, but has some obvious weak spots.

5 = Students never ask questions that cause the teacher to falter; teacher obviously has strong command of the subject matter.

112. How difficult to answer are the teacher's questions? ("questions" here also refers to seatwork and homework assignments.)

1 = Questions are phrased in a simple form so that students almost always respond with the right answer.

3 = Questions are at a moderate difficulty level (such that students respond with a success rate of perhaps 75% to 85%).

5 = Teacher asks very difficult questions; students have low success rates, teacher seems to be working on the assumption that students only "learn from their mistakes."

* 113. During a typical class, does the teacher consistently plan enough work for the students?

1 = No.

2 = Yes.

* 114. Does the teacher routinely follow up on seatwork and homework assignments? (That is, does he or she give the students answers and integrative feedback?)

1 = No.

2 = Yes.

115. To the coder: If you were a 7th or 8th grader, and had a choice, would you sign up for this teacher?

1 = No.

2 = Probably not.

3 = Don't know.

4 = Probably so.

5 = Yes.

Subset 03

CODERS' HIGH INFERENCE RATINGS OF TARGET STUDENTS

Note: Five-point scales with end points and sometimes mid-points specified.

Instructions for filling out High Inference Sheets:

Ratings of Students

On the blue mark-sense sheets under "student number," record the following identification data:

School #: 1st two columns

Student #: next three columns

Teacher #: next two columns

Subject #: (1 = math; 2 = English): next column

Class period # (1-6): last column

If a student is an "overlap" target student he or she will be rated separately for each class he or she is observed in.

Each coder should place his ID # in the first two columns as indicated on the mark-sense sheet example.

After recording this ID information, mark the 1 to 5 scales (there are 27 in the student ratings data subset) on the sheet using the first 27 items.

Use a #2 pencil.

Subset 03

CODERS' HIGH INFERENCE RATINGS ON TARGET STUDENTS

Note: Five-point scales with end points and sometimes mid-points specified.

1. Extroversion.

   1 = Student is very shy, hardly ever interacts with other students or the teacher.

   3 = Student is neither particularly shy, nor particularly outgoing.

   5 = Student is very outgoing, has lots of interactions with others.

2. Obedience of student.

   1 = Student is very disobedient, very likely to defy a request or command of the teacher.

   5 = Student is obedient to the teacher's wishes, does not defy the teacher and generally does what is told.

3. Confidence of the student.

   1 = Student lacks confidence in work and evidences this by continually asking teacher questions concerning the work and does not at all seem sure that what he or she is doing is correct.

   5 = Student is highly confident in his/her academic work; observable behavior would be: turns work in as soon as it is finished and doesn't ask the teacher a lot of questions about what he or she is doing.

4. Bad work habits of the student.

   1 = Student shows ability and willingness to concentrate, is ready for turns when it is his or her turn to respond, etc.

   5 = Student has bad work habits, short attention span, does not seem prepared to respond when asked a question, etc.

5. Degree of interaction with the teacher (includes interactions which are both teacher initiated and child initiated).

   1 = Student is virtually ignored by the teacher; that is, he or she gets very few interactions with the teacher.

   3 = Student seems to interact with the teacher at about the same rate as other students.

   5 = Child is constantly being attended to by the teacher, has significantly more interactions with the teacher than most other students.

6. Shoddy (rumpled or sloppy) appearance of the child.

   1 = Child is always nicely dressed, well-groomed, etc.

   5 = Child always looks mussed with rumpled or soiled clothes and/or hair, etc.

7. Student's academic dependence upon the teacher.

   1 = Student is "academically independent," i.e., he or she doesn't seek a lot of help with his or her work; works by self more than he or she goes to the teacher.

   5 = Unnecessarily academic dependent, seeks attention and help on work (not necessarily only when needed).

8. Emotional maturity.

   1 = Child seems emotionally dependent, tattles, whines, etc. a lot.

   5 = Child does not evidence emotional dependence and tattling and whining behavior, etc. at all; accepts responsibility, is self-reliant, etc.

9. Achievement motivation.

   1 = Student is low on achievement motivation, i.e., shows no desire to achieve or to make good grades, get work turned it, etc.

   3 = Student evidences some achievement motivation, does seem to care about turning work in etc., but not too highly motivated. (average on achievement motivation)

   5 = Student is very highly motivated, eager, completes most if not all work assignments, etc. Has very high desire to achieve.

10. Calmness of the student.

1 = The student is continually moving, seems nervous, hardly ever seems to be calm.

5 = Student's usual demeanor is calm and relaxed, i.e., doesn't fidget in the chair a lot.

11. Student is usually unhappy.

1 = Student smiles a lot, laughs, very rarely if ever seems downcast

5 = Student very often appears to be depressed; rarely smiles or laughs, very unhappy.

12. Academic achievement level of the student.

1 = Student is a low achiever; student doesn't generally do the academic work; would be called in most instances a "slower" student.

3 = Average student, neither brilliant nor slow; simply a student who would be considered a "B" or "C" student.

5 = Student gets good grades, almost always is considered by the teacher (and by coder) as a good student; turns in work and can do the work.

13. Physical maturity.

1 = Student seems physically very immature, is short, has no or very few secondary sex characteristics evident, etc.

5 = Student is very physically mature, that is, if a student is a boy, he has begun to catch up with early maturing girls and either sex would evidence obvious secondary sex characteristics.

14. Student lacks persistence (tends to give up).

1 = Student is very persistent in finishing work; will not simply give up easily when confronted with a difficult assignment, etc.

5 = Student does tend to give up, does not persist (either by his or her own efforts or by contacting the teacher) in attempting to complete the work.

15. Class participation.

1 = Child does not engage in classroom activities (either of a response opportunity or private contact nature).

5 = Child actively and of his or her own volition does participate in class activities including academic response opportunities, non-academic projects, etc.

16. Peer relationships of the student.

1 = Student seems to have very few friends; perhaps few interactions and when he or she does interact it is of a negative nature.

5 = Student seems very popular with fellow classmates; gets along well with most other students, etc.

17. Student's relationship with the teacher.

1 = Student does not get along with teacher; gets into arguments with teacher, unable to be friendly with teacher

5 = Student gets along well with the teacher, most affective interactions are of a positive nature, etc.

18. Student's level of aggression.

1 = Student is passive; doesn't act with either physical or verbal aggression towards the teacher or towards classmates.

5 = Student is very aggressive; always acts as if he or she has a "chip on their shoulder," engages in physical or verbal abuse of other students and also perhaps even of the teacher.

19. Student's lack of dependability.

1 = Student can apparently be depended upon to turn in his or her work, to bring necessary supplies (paper, pen, etc.) to class, and helps teacher when asked, etc.

5 = Irresponsible student who doesn't turn in work on time, if at all; usually fails to bring the correct supplies to the class, etc.

20. Student talk during class (does not apply to other disruptive classroom behaviors).

1 = Student is always quiet; very siedom, if ever, talks to fellow classmates, etc.

3 = Student does do some talking, but no more than the average student.

5 = Student is continually talking to neighbors, turning in chair to talk to those across the room, etc.; very talkative.

21. Lack of cooperativeness.

1 = Student shows tendency to go along with ideas of fellow classmates or teacher's ideas, doesn't seem to be overly competitive (would rather cooperate rather than compete); very cooperative.

5 = Student is uncooperative; always disagrees with the ideas of others; shows no desire to want to work with other students or the teacher. Frequently raises objections to others' suggestions and requests.

22. Behavior problems which the student evidences.

1 = Student is well behaved, model student, hardly ever, if ever at all, acts up or has to be called down by the teacher.

5 = Severe behavior problems; student disrupts the class with any number of different activities; is constantly being reprimanded, criticized, sent to the office, etc.

23. Athletic ability of the student (applies to girls, too).

1 = Student seems clumsy and seems to have low muscle tone; not athletically oriented.

5 = Student is well coordinated, muscular, not too skinny, not too fat, etc.

24. Use of profane language.

1 = Has never been heard to curse or swear.

3 = Has engaged in this behavior only occasionally and with no great frequency.

5 = Uses profane language very often; almost constantly (every few sentences, at least).

25. Peer leadership in academic-related matters.

1 = Not an academic peer leader, i.e., more often goes to other students for help as opposed to having students come to him or her for help; relies on teacher more than other students do, etc.

5 = Fellow students look to this student as being one of the brighter ones in the class (when teacher gives the opportunity, for example, the other students might come to this student for help), generally perceived by fellow students and the teacher as being academic peer leader.

26. "Fear of failure" (the student may be a high or low achiever).

1 = Student is low on "fear of failure," i.e., he or she doesn't seem at all worried about receiving failing grades or being told by the teacher that he/she is incorrect.

5 = Student is high on "fear of failure," i.e., he or she is very fearful and concerned about not succeeding -- perhaps always asking the teacher about his/her previous grades, etc.

INSTRUCTIONS FOR ADMINISTERING THE STUDENT RATING FORM

The teacher should be out of the room for this part of the testing.

Ask students to spread out. Be in the class early enough to help move chairs farther apart if need be. [If you do move the chairs, write on the board: LEAVE THE CHAIRS WHERE ARE or students may move them back the way they were before.] If there is no way to spread students out [room is just too crowded], ask them to keep their work covered using the cover sheet.

When passing out the forms, ask them to fill in the front sheet. Also tell the students that you have pencils for them to borrow but you want them back. [Many of them will want to buy them!]

1. Hold up sheet and explain that this is a form to be used for them to mark down how they feel about this class, the teacher, etc.

2. Explain that their answers will be confidential. No names will be used after the sheets are coded. The sheets will be given a code number but no names will appear.

3. Explain that the only reason you need the information on the front sheet is to help us assign numbers later, then this will be destroyed.

4. Explain that the teacher will know the results, but only in percentages such as how many said this, how many said that. [Point to the lines on the sheet.] No names will be given the teacher.

5. Explain that we want their own feelings so not to look at what their friend put or what their neighbor put. Emphasize this: NO COMMENTS OUT LOUD.

6. Explain that you will read each item and then ask them to mark one of the choices...read the second item...etc.

7. Tell students not to work ahead, they are to wait for you to read the items to them.

8. After giving the instructions, tell them that you have about one minute to answer questions.

9. Explain that you cannot repeat the items, [illegible] listen as you read them and then mark their answers.

At the end of the time, collect the ratings, place them in the manilla envelope in which they came in, and seal it.

Tell the students that the rest of the hour will be devoted to the ach-

levement test, so to sit quietly while these are being passed out.

[Coder should call the teacher in for this part.] From this point on see instructions for either math or English test.

NAME: _____ GRADE: _____

TEACHER: _____ CLASS PERIOD: _____

JR. HIGH SCHOOL _____

PLEASE DO NOT TURN THE PAGE UNTIL YOU ARE TOLD.

	DEFINITELY NO	MOSTLY NO	DON'T KNOW	MOSTLY YES	DEFINITELY YES
1. Do you think your teacher knows this subject well?	_____	_____	_____	_____	_____
2. Is your teacher always well prepared and organized?	_____	_____	_____	_____	_____
3. Does your teacher seem to enjoy teaching the subject matter?	_____	_____	_____	_____	_____
4. Is your teacher interested in knowing and getting along with students as well as in teaching them?	_____	_____	_____	_____	_____
5. Do you feel comfortable asking your teacher questions or going to him or her for help with your work?	_____	_____	_____	_____	_____
6. Do you feel comfortable (or would you) about going to this teacher to discuss a personal problem?	_____	_____	_____	_____	_____
7. In general, did you learn much in this class?	_____	_____	_____	_____	_____
8. In general, did you enjoy this class?	_____	_____	_____	_____	_____
9. If you had a free choice, would you ask for this teacher again in the future if he or she were teaching another course you needed?	_____	_____	_____	_____	_____

Subset 05

INSTRUCTIONS FOR TEACHER RATINGS OF STUDENTS FORM

As you know, the coders in your classroom were looking at the interactions between you and your students. However, due to the overwhelming number of students in the study, coders were only able to pay particular attention to 10 or 12 students per classroom. These students were selected on a random basis and constitute a special sample for which you are in a much better position than the coders to provide. Hence, we are asking that you fill out the following questions about a few of the students in your classes.

This information, as is the case with all other information collected in this study will be kept strictly confidential! As soon as this information is returned, one of the staff members will remove the student's name and replace it with a code number so as to insure that the information provided will remain confidential.

Indicate your response by placing a in the appropriate blank.

IN TERMS OF HIS/HER BEHAVIOR IN CLASS, WHERE WOULD YOU PLACE HIM/HER ON THIS SCALE?

	1	2	3	4	5
	A Real Problem		An Average Student: Not Perfect, But No Problem		Student Extremel Well-Behaved
STUDENTS IN FIRST PERIOD OBSERVED WERE LISTED HERE.					
STUDENTS IN SECOND PERIOD OBSERVED WERE LISTED HERE.					

Indicate your response by placing a ✓ in the appropriate blank.

WHERE WOULD THIS STUDENT'S ACADEMIC PERFORMANCE PLACE HIM/HER RELATIVE TO THE REST OF THE CLASS?

	1 Lowest 10%	2 10 to 30 Percentile	3 30 to 70 Percentile	4 70 to 90 Percentile	5 Top 10%

Indicate your response by placing a ✓ in the appropriate blank.

LOOKING BACK OVER THE YEAR, HOW OFTEN HAS THIS STUDENT HAD HIS/HER HOMEWORK OR OTHER ASSIGNMENTS TURNED IN ON TIME?

	1	2	3	4	5
	Rarely	Infrequently	Usually	Almost Always	Always

Indicate your response by placing a in the appropriate blank.

IF GIVEN A CHANCE, WOULD YOU REQUEST THAT THIS STUDENT BE IN A CLASS OF YOURS AGAIN?

	1 No	2 Probably Not	3 Uncertain	4 Probably Would	5 Yes

Indicate your response by placing a in the appropriate blank.

IN COMPARISON WITH THE OTHERS IN THIS CLASS, HOW WOULD YOU ASSESS HIS/HER MOTIVATION?

	1 Lowest 10%	2 10 to 30 Percentile	3 30 to 70 Percentile	4 70 to 90 Percentile	5 Top 10%

Subset II

CLASSROOM DESCRIPTIONS

Method of Data Collection: Accompanying each classroom visit, coders not only filled out the COS Emmer's Ratings and their observation sheets, they also wrote classroom descriptions describing the important points or most salient points of the 50 minute class periods. Therefore, there are four sets of descriptions available for each teacher: two sets for section one (the first of two observed classes) each done by a different coder. In order to handle these data statistically, ethnographic ratings were used. Some of these ratings came from the California Beginning Teaching Evaluation Project as well as several which were generated by the inspection of actual sets of descriptions; examples of the adjectives used to score each classroom description are found on the next page.

Thirty-one adjectives which covered most of the scoreable points in each description were agreed upon by pairs of raters. In addition, each adjective was ranked on a 1-5 scale according to intensity of the behavior, with 1 meaning the opposite of the indicated behavior and 5, strong presence of the behavior. Blanks, in this subset of data, denote no observation of that particular variable. In scoring the 31 adjective descriptions, disagreements were resolved between raters, thus each teacher received a single score on the variable in question for each of his/her two classes.

Scoring was done conservatively, variables were noted only where there was actually evidence of the presence of the behavior. Inferences were avoided where possible.

VARIABLES FOR RATINGS OF CLASSROOM DESCRIPTIONS

Instructions: Rate all scsles on a 1 to 5 point scale, where 1 = exhibits very little (or the opposite) of the behavior; 3 = exhibits an average amount of the behavior and 5 = exibits a great deal of the behavior.

If there is no indication of the behavior, leave the corresponding column blank for that variable.

Variable #	Card Col #	Variable Name	Description
11001	25	ACCEPTING (T)	5=Teacher react constructively (overt,verbal,non-verbal) to student's feelings and attitudes. 1=Teacher reflects student's feelings and attitudes.
11002	26	ATTENDING (T)	5=Teacher actively listens to what a student is saying, reading reciting. 1=Teacher ignores student's reading, reciting, etc.
11003	27	BELITTLING (T)	5=Teacher berates or puts down child in front of others. 1=Teacher praises or in some way enhances student's self-image.
11004	28	CONSISTENCY	5=Teacher gives a direction or threat and follows through. 1=Teacher makes idle threats.
11005	29	CONVIVIALITY (C)	5=Warmth, family-like quality to classroom; good feelings between students and teacher. 1=Cold, impersonal classroom atmosphere.
11006	30	COOPERATION (S)	5=Students cooperate with others and teacher.
11007	31	(deleted 10/11/76)	

Variable #	Card Col #	Variable Name	Description
11008	32	DEMOCRACY (T)	5=Teacher provides opportunities to involve students in decision-making about class standards, instruction, etc. 1=Teacher is autocratic, imposes his decisions on students.
11009	33	ENCOURAGING (T)	5=Teacher admonishes student effort to motivate; gives support for work activities. 1=Teacher appears to have given up on under-achievers or non-motivated students.
11010	34	EQUITY (T)	5=Teacher appears to divide time and attention equally among all students. 1=Teacher spends disproportionate amount of time with certain individual (s).
11011	35	FILLING TIME (T)	5=Teacher fills empty time periods with busy work. 1=Teacher utilizes class period on productive, relevant, challenging work.
11012	36	FLEXIBILITY (T)	5=Teacher adjusts instruction easily to accommodate changes in plans, time schedule, absenteeism, or changes in student behavior. 1=Teacher is rigid in scheduling, has difficulty in coping with changes in plans.
11013	37	(deleted 10/11/76)	
11014	38	GROUPING & INDIVIDUALIZING	Teacher assigns to each student learning task designed to match his/her individual abilities and interests.
11015	39	JOB SATISFACTION (T)	Teacher seems to enjoy teaching.

Variable #	Card Col #	Variable Name	Description
11016	40	KNOWLEDGE OF SUBJECT (T)	Teacher seems confident in teaching a given subject, and demonstrates a grasp of it.
11017	41	MOBILITY (S)	Students move freely and purposefully around the room; they are allowed to be at places other than their seats.
11018	42	MOBILITY (T)	Teacher moves freely and spontaneously about the room.
11019	43	MONITORING LEARNING (T)	5=Teacher checks on student's progress periodically.
11020	44	OPENNESS (T)	5=Teacher verbally acknowledges to students feelings of anger, frustration, admits mistakes, etc. 1=Teacher appears uptight; inappropriate personal emotional reaction to students.
11021	45	PACING (T)	5 = Teacher appears to perceive learning rates of students and adjust pace accordingly 1=Too fast or too slow.
11022	46	DISCIPLINE & BEHAVIORAL CONTACTS (T)	5=Emphasis on quietness, orderliness, good behavior and time spent in disciplining kids. 1=Specific mention of absence of discipline episodes.
11023	47	PROMOTES SELF-SUFFICIENCY (T)	Teacher encourages student to take responsibility for their own classwork.
11024	48	STEROTYPING (T)	Teacher labels and judges student by SES, ethnicity, etc.
11025	49	STRUCTURING (T)	Teacher prepares student for lesson by reviewing, outlining, summarizing.

Variable #	Card Col #	Variable Name	Description
11026	50	WARMTH (T)	Teacher seeks contact with students, talks with them, shows affection toward them.
11027	51	PREPARATION (T)	Teacher always seems prepared, ready to give lesson, lessons are well put together, etc.
11028	52	ATTRACTIVENESS OF CLASSROOM (C)	Classroom is well decorated, clean, interesting.
11029	53	RESPECT (S)	Students seem to respect the teacher.
11030	54	CLASSROOM MANAGEMENT (T)	Teacher is in control of the classroom, maintains order necessary for productive work.
11031	55	WASTED TIME (T)	Time spent in activities other than those of classroom work. (e.g., talking, fooling around, teacher out of room, BS)
11032	56	OVERALL EVALUATION OF TEACHER	1=Terrible; 2=Poor; 3=Average; 4=Good; 5=Excellent. (overall, subjective impression)
11033	57	HOUSEKEEPING	Time spent in non-academic tasks; paperwork, checking papers, running errands, etc.
11034	58	CHORAL RESPONSE OPPORTUNITIES (S)	Teacher permits entire class to respond in unison to academic response opportunities.

* (T) Teacher variables

(S) Student variables

(C) Classroom climate variables